

**The New Jersey
Developmental Guidance
and Counseling Initiative**

Charting the 21st Century

***A Developmental
School Counseling Model
for New Jersey***

a joint project of:

**The New Jersey School Counselors Association
and
The New Jersey Association for Counseling & Development**

in cooperation with:

**The New Jersey Department of Education
Division of Vocational Education
Division of General Academic Education**

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Foreword

Three years ago, members of the New Jersey Board of Education met with ASCA President Jim Whitledge and NJPCA and NJSCA to discuss the needs of school counselors. It was the beginning of a successful grass roots effort across the state to build support for developmental school counseling programs.

We are grateful to the hundreds of counselors who have shared in the New Jersey Developmental Guidance and Counseling Initiative. This document has evolved through steering committee meetings, workshop writing sessions, and the pioneering efforts of our Initiative leaders, recognized below.

Barry Mascari compiled, rewrote, and edited the many drafts with his portable "Mac". He contributed the sections on integrating primary prevention and intervention into developmental school counseling.

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Betty Caccavo initiated the annual Elementary School Counselors Conference as a model professional development program. More than 300 counselors network and promote the best ideas in school counseling each year.

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Jim Lukach

Jane Runté

Co-Chairs, NJDGCI
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Preface

The New Jersey Developmental Guidance and Counseling Initiative began as a grass roots effort responding to the needs of New Jersey's school counselors. Faced with shrinking time for counseling, increased caseloads, and non-guidance duties, school counselors sought new program models and multifaceted interventions for the changing student population.

The New Jersey Model focuses upon these needs. Through the Initiative Workshops, New Jersey counselors have learned about K-12 school models, developmental guidance curricula, multicultural models, and multimodal counseling interventions.

Through Steering Committee meetings and writing sessions, the Model has evolved into its working form. The Model will continue to evolve through training workshops, feedback from pilot districts, and ongoing development.

The implementation of the Model is both a process and a product: as a process, local school counseling teams will develop their programs to meet the needs of their students. Students will move through the developmental process from kindergarten through high school to achieve their goals. The Model's product is twofold: the local districts' developmental school counseling plan, *and* the outcomes realized by individual students through this plan.

This Model emphasizes individual student planning throughout the four program components. Student planning is integrated into each component—counseling, consultation, curriculum and enhancement—to promote the goal of healthy and effective decisions by students.

The emphasis on the counseling team is also intentional. Without a thoughtful, systematic change process, the role and effectiveness of counselors will not improve. As Dr. Fred Krieg noted in his *Elementary School Counselors Conference* keynote,

"If you always do what you always did, you will always get what you always got."

Professional development is essential to the success of the New Jersey Model. Counselors working together at training workshops, away from stressful offices, will have the time to focus on their future and return to improve their counseling environment.

Administrative support of, and participation in, the development of the written plan is the key to its success. School counselors and their supervisors must share the same vision to 'chart the twenty-first century' for their students.

The Model is presented in seven sections. Section 1 focuses on the Conceptual Model. It identifies key changes in our society, our families, our workforce, our educational system, and presents the mission and developmental philosophy of the Model.

Section 2 describes the four program components which deliver the total school counseling program. Individual student planning and decision-making underscore all of the components.

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Section 3 outlines the written plan, resources needed, and a suggested three-year plan to phase in the program.

Section 4 describes how to begin the change process, step by step, with emphasis on the needs assessment and curriculum development.

Section 5 provides a framework for integrating primary prevention and intervention programs for special needs into the model.

Section 6 provides an outline for program and outcome evaluation.

Section 7 lists publications and resources which have been helpful to the Model, and forms which can be used for local districts.

This document is a working draft. It will evolve further as school counseling teams continue to share with each other as they chart the twenty-first century.

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